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ABSTRACT

Critical race theory offers a way to understand how ostensibly race-neutral structures in education--knowledge, merit, objectivity, and "good education"--in fact help form and police the boundaries of white supremacy and racism. Critical race theory can be used to deconstruct the meaning of "educational achievement," to recognize that the classroom is a central site for the construction of social and racial power. It can also be used to provide the theoretical justification for oppositional "counterstories" that challenge educational assumptions from an outsider's perspective. The educational studies in this book integrate counter-storytelling with qualitative research to open new areas of inquiry. Following "Introduction to Critical Race Theory in Educational Research and Praxis" (Daria Roithmayr), the chapters are: (1) "Just What Is Critical Race Theory and What's It Doing in a 'Nice' Field Like Education?" (Gloria Ladson-Billings); (2) "Critical Race Theory and Praxis: "Chicano(a)/Latino(a) and Navajo Struggles for Dignity, Educational Equity, and Social Justice" (Sofia Villenas, Donna Deyhle, Laurence Parker); (3) "'Adelante!': Toward Social Justice and Empowerment in Chicana/o Communities and Chicana/o Studies" (Marc Pizarro); (4) "Research Methods as a Situated Response: Toward a First Nations' Methodology" (Mary Hermes); (5) "Toward a Definition of a Latino Family Research Paradigm" (Nitza M. Hidalgo); (6) "Formations of 'Mexicana'ness: 'Trenzas de identidades multiples' (Growing up Mexicana: Braids of Multiple Identities)" (Francisca E. Gonzalez); (7) "Race, Class, Gender, and Classroom Discourse" (Marlia Banning); (8) "Critical Race Theory and Interest Convergence in the Desegregation of Higher Education" (Edward Taylor); (9) "Negotiating Borders of Consciousness in the Pursuit of Education: Identity Politics and Gender of Second-Generation Korean American Women" (Lena Domyung Choe); (10) "Separate and Still Unequal: Legal Challenges to School Tracking and Ability Grouping in America's Public

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Schools" (Paul E. Green); and (11) "Conclusion" (William F. Tate, IV). (Contains references in each chapter and an index.) (SV)

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